



JOHN C CALHOUN ELEMENTARY

750 North Calhoun Street
Calhoun Falls, South

Grades	PK-5 Elementary School	
Enrollment	210 Students	
Principal	David Nixon	864-418-8016
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	James B. Tisdale, Jr.	864-459-4782

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Good	Excellent
2008	Average	Good
2007	Below Average	Below Average
2006	Below Average	At-Risk

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

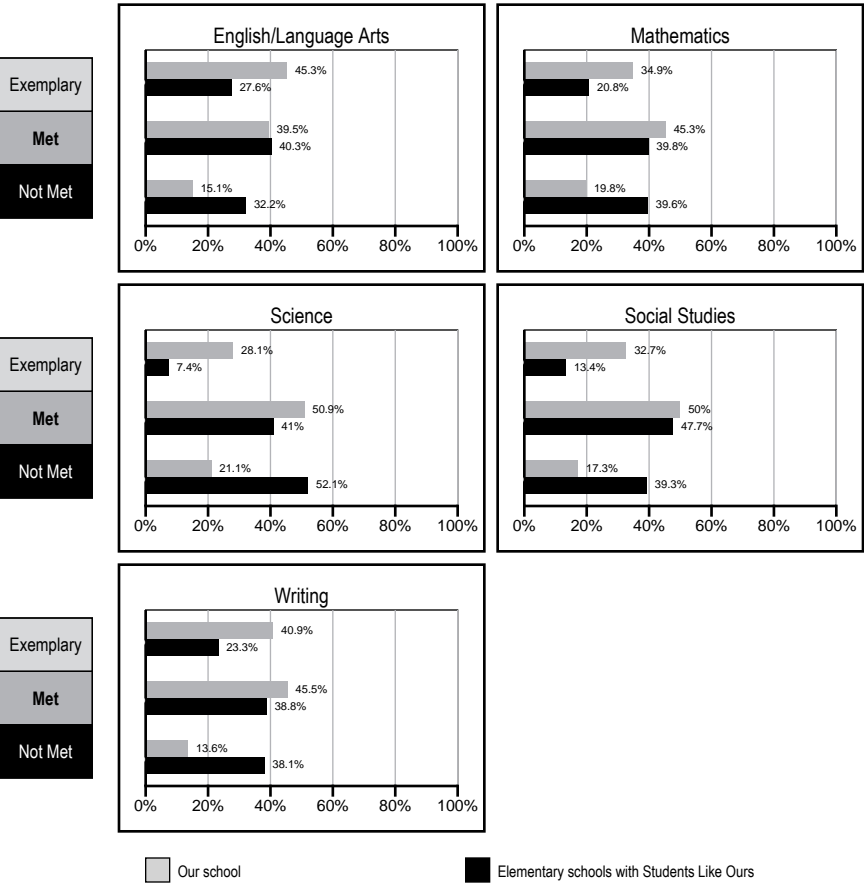
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	102	44	18

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=210)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.7%	Up from 3.4%	1.6%	1.2%
Attendance rate	96.4%	Down from 96.9%	95.8%	96.1%
Eligible for gifted and talented	7.6%	Up from 2.8%	5.1%	11.7%
With disabilities other than speech	7.9%	Down from 8.1%	8.6%	8.0%
Older than usual for grade	2.5%	Up from 2.4%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	73.3%	Up from 56.3%	58.6%	60.5%
Continuing contract teachers	93.3%	Up from 87.5%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.1%	Up from 83.0%	84.9%	87.0%
Teacher attendance rate	92.7%	Down from 94.2%	95.2%	95.4%
Average teacher salary*	\$44,773	Up 0.1%	\$45,509	\$47,288
Professional development days/teacher	4.6 days	Down from 8.5 days	11.1 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 12.4 to 1	18.0 to 1	19.2 to 1
Prime instructional time	88.7%	Down from 90.9%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,908	Up 23.3%	\$8,259	\$7,548
Percent of expenditures for instruction**	57.6%	Down from 65.5%	68.1%	68.7%
Percent of expenditures for teacher salaries**	52.2%	Down from 59.8%	63.0%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

In the SRA program, students were tested and placed in a group with students of similar reading ability in first and second grade. Students are allowed to move to higher groups as they progress. The assessment component of our plan uses DIBELS to monitor the reading progress of students who are having difficulty all during the year. DIBELS is also used for benchmark testing three times during the year to see if students are progressing in line with national norms. The district plan calls for a district benchmark test to be given to students after each quarter to see how they are progressing with district and state standards. All of this information will provide a better idea of how students are performing and how best to meet their needs.

The school's efforts allowed it to increase its "Improvement Rating" on the 2009 Annual School Report Card from a "Good" to an "Excellent." This leap in student improvement qualified JCCE to win a Palmetto Gold in the area of "Student Achievement." The school also received a Palmetto Gold for "Closing the Achievement Gap," which is a measurement of the improvement made by historically underachieving groups. JCCE was one of 23 schools statewide to receive two Palmetto Gold Awards and the only school in the Western Piedmont Education Consortium to have this honor. These awards really solidify the belief that our student performance continues to increase and our plans for school improvement are working.

We were also encouraged by this year's MAP scores. MAP testing is administered once in the fall, once in the winter, in the spring, and immediately after PASS. MAP is a way of gauging academic growth and projecting where students will perform on the PASS test. All students at JCCE showed growth according to their MAP scores. Translating the scores into their PASS equivalents allows us to compare the past scores from PASS to how they performed this year on MAP.

Title 1 money was used to provide two interventionist positions in the school. All of our related arts teachers also provide intervention each morning. One interventionist works with 1st grade, related arts teachers work with 2nd grade, and the third interventionist works with 3rd-5th grade. These interventionists are designed to utilize data to identify students who need remediation in certain areas and provide enrichment opportunities for students who are excelling. The scores these grade levels are achieving are indicative of the impact that the interventionists are having on student achievement.

JCCE also continues the use of our Data Room in the school. Each student in the school is tracked based on their MAP, CAI, and other data sources to help identify students who are weak in certain areas. The discipline component of our plan calls for targeting the repeat offenders, students who are in the yellow and red zones, in an effort to continue to reduce the number of office referrals. Character Education will continue to be an important part of the JCCE curriculum.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	33	27
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	94.4%	93.9%	100.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.7%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	91	100	15.1	39.5	45.3	91.9	87.8	83.5	Yes	Yes
Gender										
Male	47	100	20.5	34.1	45.5	90.9	85.3	80.1	N/A	N/A
Female	44	100	9.5	45.2	45.2	92.9	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	33	100	10	40	50	93.3	92.1	89.6	I/S	I/S
African American	57	100	18.2	40	41.8	90.9	81.4	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	14	100	57.1	7.1	35.7	57.1	57.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	87.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	77	100	15.1	41.1	43.8	91.8	83.9	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	91	100	19.8	45.3	34.9	89.5	88.6	80.4	Yes	Yes
Gender										
Male	47	100	25	38.6	36.4	88.6	85.9	78.4	N/A	N/A
Female	44	100	14.3	52.4	33.3	90.5	91.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	33	100	16.7	50	33.3	90	91.5	87.8	I/S	I/S
African American	57	100	21.8	43.6	34.5	89.1	84.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	14	100	50	21.4	28.6	64.3	60.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	84.8	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	77	100	20.5	46.6	32.9	89	84.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	58	100	21.1	50.9	28.1	78.9	77.3	67.3
Gender								
Male	27	100	18.5	55.6	25.9	81.5	79.8	66.9
Female	31	100	23.3	46.7	30	76.7	74.6	67.7
Racial/Ethnic Group								
White	17	100	17.6	47.1	35.3	82.4	84.5	79.6
African American	41	100	22.5	52.5	25	77.5	66.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	56.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	46.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	72	58.6
Socio-Economic Status								
Subsidized meals	50	100	22	48	30	78	70.8	55.4

Social Studies

All Students	56	100	17.3	50	32.7	82.7	78.7	70.9
Gender								
Male	29	100	23.1	42.3	34.6	76.9	77.3	70.1
Female	27	100	11.5	57.7	30.8	88.5	80.4	71.7
Racial/Ethnic Group								
White	19	100	18.8	31.3	50	81.3	82.9	79.2
African American	36	100	17.1	60	22.9	82.9	72.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	48.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	76.2	68
Socio-Economic Status								
Subsidized meals	49	100	20	53.3	26.7	80	74.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	92	100	13.6	45.5	40.9	86.4	79.2	72.1	96.4	96.2
Gender										
Male	47	100	20	53.3	26.7	80	73.7	65.2	96.3	96.2
Female	45	100	7	37.2	55.8	93	85.3	79.2	96.5	96.3
Racial/Ethnic Group										
White	34	100	15.6	37.5	46.9	84.4	86.2	80.8	95.3	95.9
African American	57	100	12.7	50.9	36.4	87.3	68.9	59.7	96.9	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60.9	64.6	97.2	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	97.9
Disability Status										
Disabled	16	100	50	25	25	50	38.1	27.7	96.3	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	84.3
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	63.7	96.7	95.4
Socio-Economic Status										
Subsidized meals	78	100	13.3	46.7	40	86.7	73.6	61.9	96.2	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	29	100	7.7	30.8	61.5	92.3
	4	44	100	16.3	44.2	39.5	83.7
	5	36	100	12.5	40.6	46.9	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	27	100	20.8	29.2	50	79.2
	4	23	100	13	34.8	52.2	87
	5	41	100	12.8	48.7	38.5	87.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	29	100	15.4	34.6	50	84.6
	4	44	100	11.6	58.1	30.2	88.4
	5	36	100	12.5	46.9	40.6	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	27	100	29.2	16.7	54.2	70.8
	4	23	100	13	65.2	21.7	87
	5	41	100	17.9	51.3	30.8	82.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	15	100	16.7	66.7	16.7	83.3
	4	44	100	30.2	58.1	11.6	69.8
	5	18	100	25	68.8	6.3	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	13	100	30.8	23.1	46.2	69.2
	4	23	100	8.7	65.2	26.1	91.3
	5	22	100	28.6	52.4	19	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	14	100	7.1	35.7	57.1	92.9
	4	44	100	34.9	53.5	11.6	65.1
	5	18	100	12.5	50	37.5	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	14	100	18.2	45.5	36.4	81.8
	4	23	100	17.4	52.2	30.4	82.6
	5	19	100	16.7	50	33.3	83.3
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	28	100	11.5	26.9	61.5	88.5
	4	44	100	16.3	53.5	30.2	83.7
	5	34	100	18.8	37.5	43.8	81.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	26	100	20.8	41.7	37.5	79.2
	4	23	100	13	43.5	43.5	87
	5	43	100	9.8	48.8	41.5	90.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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